Success with English Learners

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EL Review

1. FEP
2. LEP
3. LTEL
4. ILP
5. W-APT
6. ACCESS
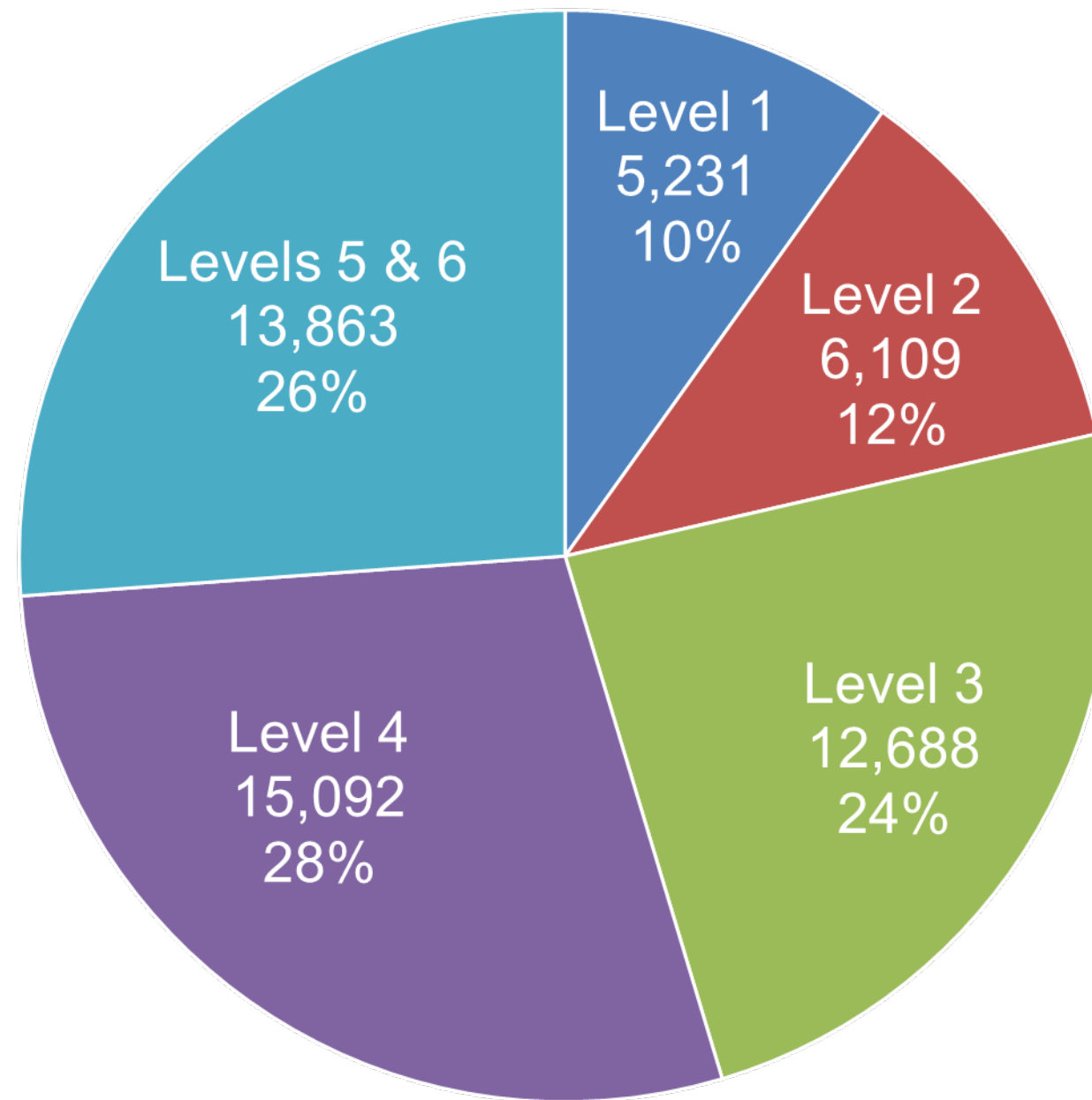
What is the significance/relationship between 250 and 1,950?
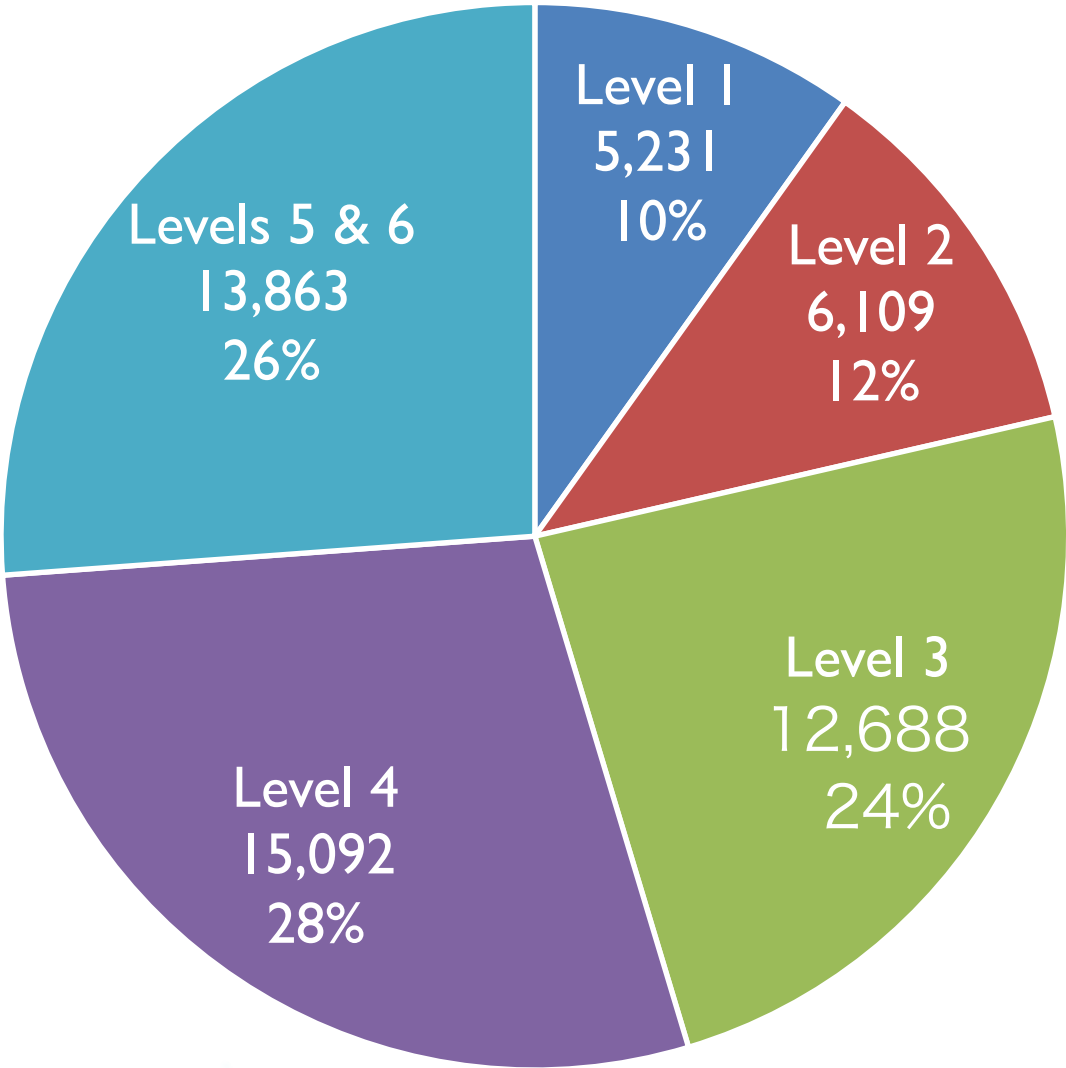
Every teacher is

a language teacher!
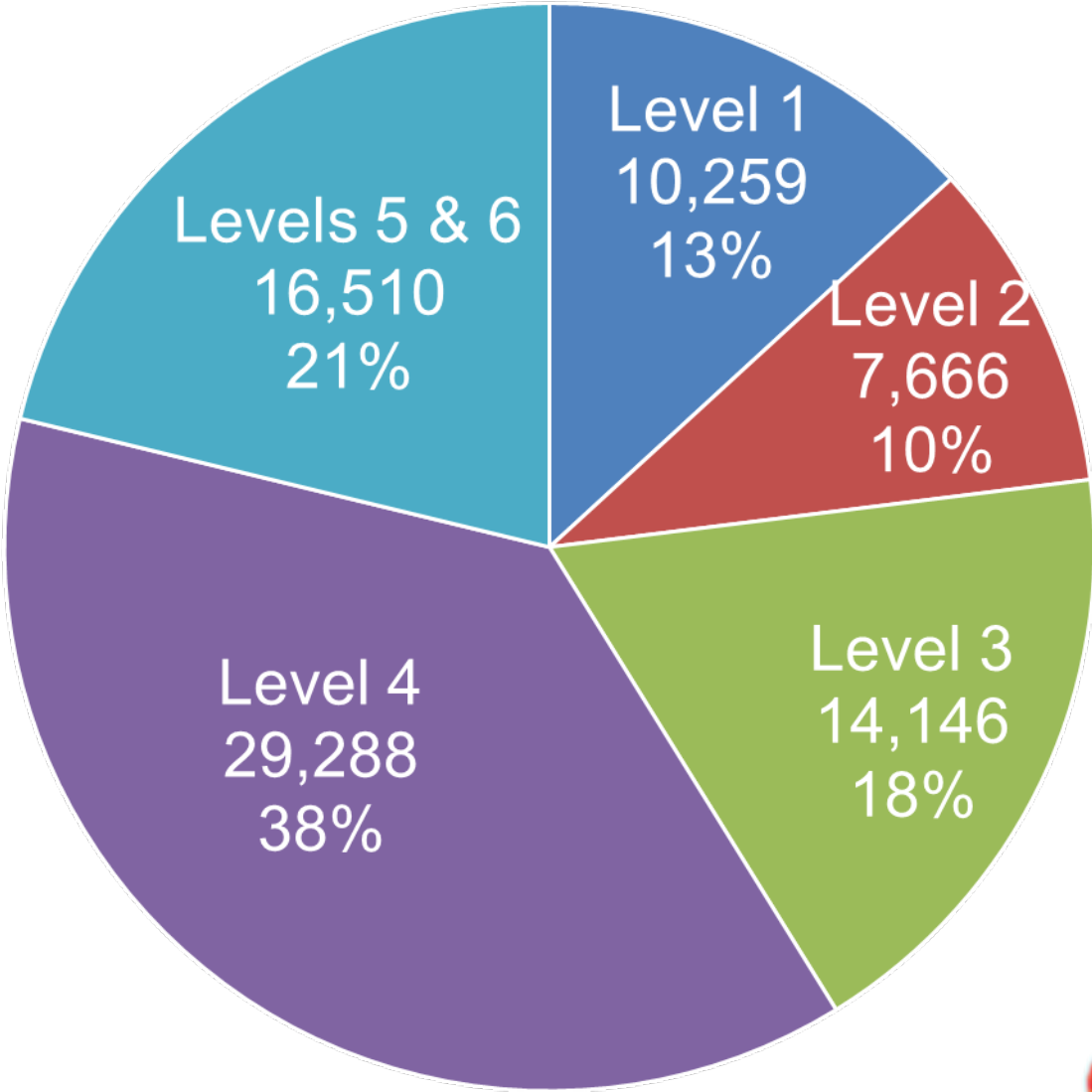
2015-2016 ACCESS Data

52,983 Students

Level 1
5,231
10%

Level 2
6,109
12%

Level 3
12,688
24%

Level 4
15,092
28%

Levels 5 & 6
13,863
26%

WIDA ACCESS Data

2015-2016

Level 1
5,231
10%

Level 2
6,109
12%

Level 3
12,688
24%

Level 4
15,092
28%

Levels 5 & 6
13,863
26%

2014-2015

Column1

Level 1
10,259
13%

Level 2
7,666
10%

Level 3
14,146
18%

Level 4
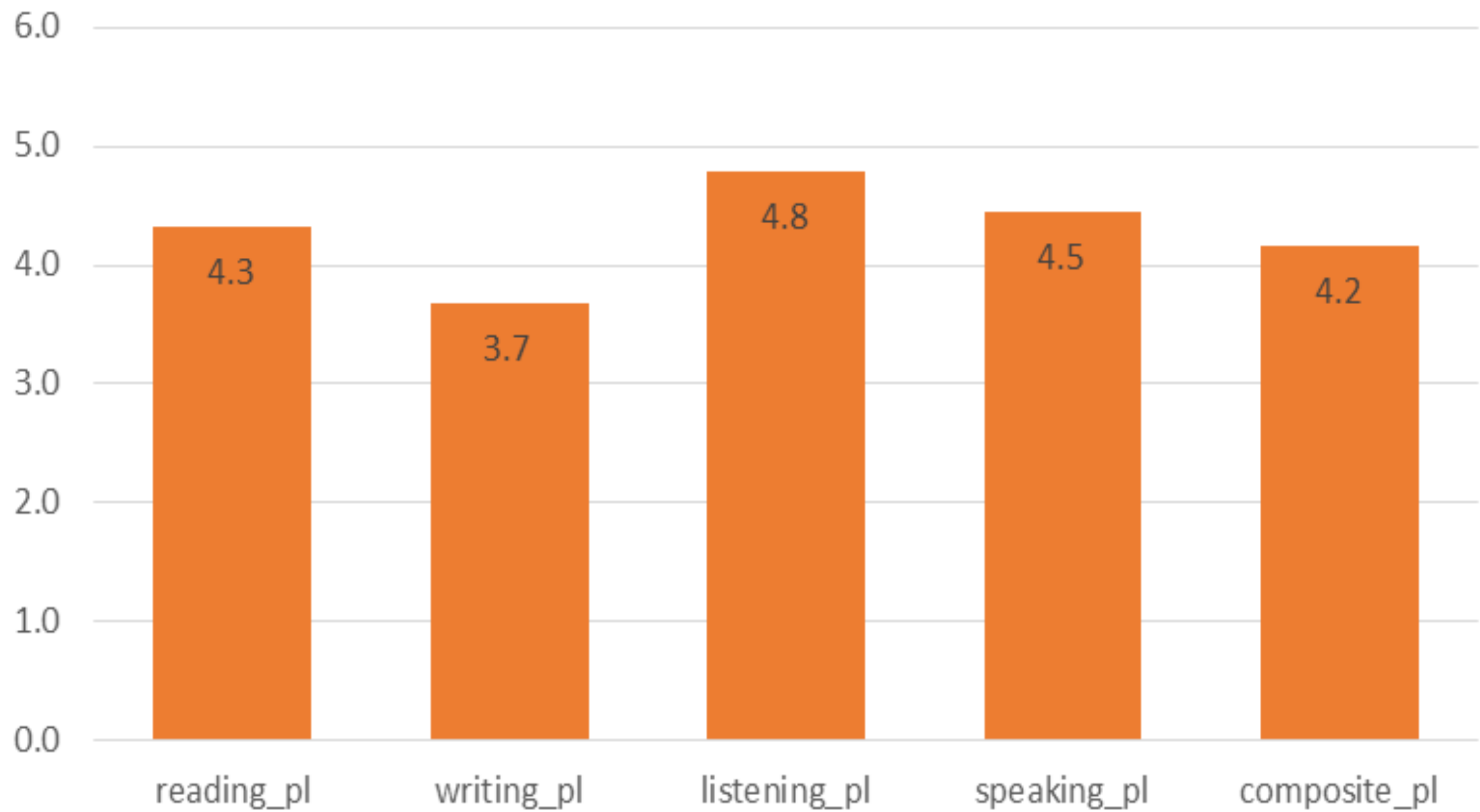29,288
38%

Levels 5 & 6
16,510
21%

Level 0-3.9 □ Level 4.0-4.9 □ FEP
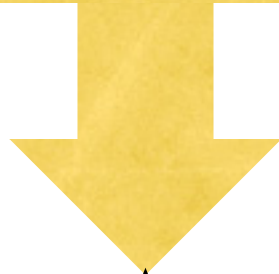
2015 Mean Proficiency Levels by Domain

Paradigm Shift

What are some excuses you hear for why ELs won't or can't be given the tools for success?

So what?

NOW WHAT?

Federal Requirements for English Learners

- Who is an English Learner?

- What do schools and districts need to know to best meet their unique educational needs?

Who is an EL Student?

According to Title IX, Part A, Sec.9101, 25, an individual—

(A) who is **age 3 through 21**;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) (i) who was not born in the United States or **whose native language is a language other than English**;

   (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

    (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

   (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose **difficulties in speaking, reading, writing, or understanding** the English language may be sufficient to deny the individual—

   (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

   (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

   (iii) the opportunity to participate fully in society.

Lau v. Nichols

Lau v. Nichols was a civil rights case brought by Chinese American students living in San Francisco, California, who had limited English proficiency. The students claimed that they were not receiving special help in school due to their inability to speak English, help which they argued they were entitled to under Title VI of the Civil Rights Act of 1964 because of its ban on educational discrimination on the basis of national origin. The U.S. Supreme Court ruled in favor of the students in 1974.

Lau v. Nichols

Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

Imagining the possibilities. Making them happen.

Castañeda v. Pickard

On June 23, 1981, the Fifth Circuit Court issued the seminal post-Lau decision concerning the education of language minority students. The case established a three-part test to evaluate the adequacy of a district's program for English learners:*[648 F.2d 989 (5th Cir., 1981)]*

1. Sound educational theories and strategies

2. Reasonable resources and personnel

3. Regular program evaluation and revision

The EL Program Is…

- Tier 1 instruction/core content, *plus:*

    - <u>Additional</u> English language instruction and support services provided by a certified teacher who has received training to carry out the district's chosen language program

The EL Program Is Not…

- Title I support

- Optional

- *Solely carried out by an instructional assistant…*

- Only Levels 1-3

- The only support ELs qualify for or need
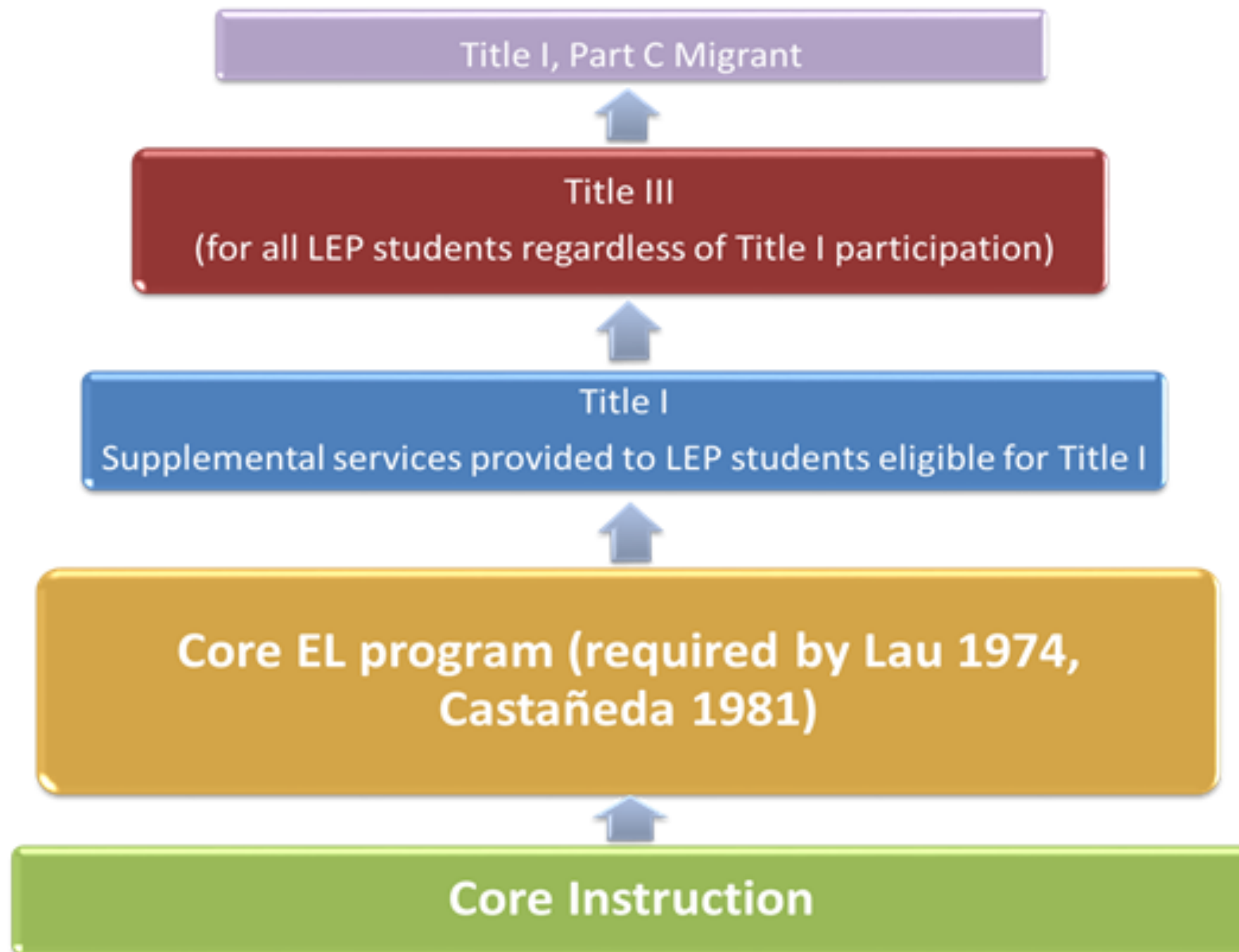
So…What Is Your EL Program?

- Review and discuss your current practices in your school. How are you meeting Lau requirements? Castañeda? *How are you overcoming excuses?*

- How does your school compare?

- What type of program model do you implement?

- Is it effective? How do you know?

English Learner Plans

IDOE released a memo on August 11th, 2016, detailing the federally-required monitoring of EL Plans for all Indiana school districts as we transition to ESSA. IDOE is obligated to monitor whether an LEA has EL services that are research-based, reasonably calculated for success in terms of teachers/resources, and evaluated.

What does this mean for me?

- *If your school accepts Title III, no additional action is required*
- *If your school does NOT accept Title III, we will be offering assistance to fulfill requirement to have an EL Plan (Lau Plan) detailing how the needs of ELs are to be met in your district.* ***Due Oct. 1, 2017***

Funding EL Services

- Core Lau services that are federally-required and ensure **meaningful access** to the curriculum for ELs must be paid from local and state funds.

- Federal funding is available to pay for **supplemental** instruction and supports for English Learners.

Non-English Speaking Program (NESP)

- NESP is an Indiana state funding source for English Learners.

- NESP is a one-year annual grant awarded to public schools (including charters) based on their LEP student count.

- No minimum number of students is required to receive a subgrant from the state.

Title III

- Title III is the federal funding source for ELs, designed to supplement core EL programs funded by state and local dollars.

- Title III consists of a 27-month grant cycle, with new allocations awarded each school year.

- Minimum of $10,000 allocation required to be awarded a subgrant; LEAs with lower allocations may apply jointly as a consortium.

What's the Difference?

NESP	Title III
Costs of administering W-APT and ACCESS testing	Before- and after-school tutoring programs for ELs
Headsets for WIDA ACCESS testing	Native language materials or other curricular supports used exclusively for ELs
Certified EL teachers who provide Lau English Language Development instruction	Paraprofessionals who provide native language support or additional English Language support under the supervision of a certified teacher
Translation costs for parent notification, ILPs, and other essential documents	Outreach Night designed to engage with EL families above and beyond the minimum communication
Certification expenses for EL teachers	Certification expenses for EL teachers
EL-specific technology	Professional development for general education and EL staff who work with English Learners

Imagining the possibilities. Making them happen.

The WIDA English Language Development Standards are the bridge which enables students to access the Indiana Academic Standards.

WIDA ELD Standards

- ELs communicate information, ideas and concepts necessary for academic success in five key areas:

| Social Instructional Language | Language of Language Arts | Language of Mathematics | Language of Science | Language of Social Studies |

WIDA Can Do Descriptors

- The WIDA Can Do Descriptors should be used be **all teachers** to differentiate instruction for English learners (ELs). They can also be used to plan lessons or observe students' progress.

Can Do Descriptors: Grade Level Cluster 3-5

WIDA® CONSORTIUM

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

WIDA Resource Guide

Use the 15 activities below at the local level to begin learning about the newly adopted WIDA English language development (ELD) standards to increase the academic achievement of the English learners (ELs) in your schools.

WiDA CONSORTIUM

Standards Framework & Foundations	Lesson Plan Design	Essential Resources
Review the 2012 Amplification Overview Tutorial. The 2012 amplified standards introduce new elements added to the strands in the 2007 ELP standards.	To complete the next activities, have an "EL in mind" from your classroom, school, or district. Know the grade level and then find his/her LAS links level, as this is comparable to the levels in WIDA.	Read the Focus on Differentiation Part I bulletin. Follow along with one E/LA teacher who utilizes WIDA to make the same content standard accessible to ALL students. Visit the download library section at www.wida.us for more resources.
Discuss the Defining Features of Academic Language and Performance Definitions. Language learning is more relevant when ELs utilize language in a variety of contexts.	Watch a science teacher make learning accessible for ALL students by using the WIDA standards during this lesson. More videos can be found here at Virginia's DOE website under "Instruction".	Title III and NESP funds both can be used to support WIDA standards implementation. You can purchase materials from the online store or pay for the time for teams of content and EL educators to collaborate regarding WIDA standards implementation.
Recognize that WIDA only has 5 standards across K-12. You will **NOT** find K.1.1, K.1.2, etc. The power of WIDA is to make content learning more accessible. Go to p. 3 to review how language learning takes place in ALL content area classrooms.	WIDA provides expanded strands and model performance indicators (MPI) to show teachers how a content lesson is designed beginning to end with WIDA. Review an expanded standard for the grade level of your "EL in mind". KDG starts on p. 22.	Visit the WIDA section of the IDOE website and join the Title III and NESP Learning Connection community. More WIDA-related announcements will be posted here.
WIDA operates on a "can do" philosophy. Go to the Download Library and find the Can Do descriptors on the left hand side. View the descriptors for what an EL can do in reading, writing, listening, and speaking in each grade level cluster.	Review this Indiana example of a lesson using the WIDA standards framework. Find the activity and supports that were provided to your "EL in mind."	Already have an EL curriculum and want to review how your materials address key elements of WIDA? Visit WIDA Prime to see how your curriculum correlates with WIDA.
Know that WIDA standards are taught **with** the content area standards. WIDA resources provide several *examples* of other state and Common Core standards lessons. More Indiana specific content standard examples will be developed as we implement WIDA.	Make learning accessible for ALL your students by creating your own sample lesson using the WIDA standards framework by using this blank template. Use the expanded strands and the can do descriptors to help.	Still hungry for more? Don't worry! We are just beginning this work. Stay tuned for future announcements for standards training that will be held across the state.

ay Websites: www.wida.us ; www.doe.in.gov/elme ; http://learningconnection.doe.in.gov Title III and NESP Community

WIDA Updates

- 2016-2017 WIDA ACCESS Testing Window:

   January 9th-February 24th, 2017

- Updated Certification requirements and WIDA training:

   All Test Coordinators and Test Administrators will need to be recertified for all ACCESS 2.0, Kindergarten, and Alternate versions of the test as WIDA has revamped and updated training modules for SY 2016-2017. These may be found at wida.us/accessprep.

WIDA Updates

Migrant Work Survey

- Must be administered to ALL students annually

- Copy should be kept in the student's cumulative folder

- Surveys should be sent to regional recruiters if they indicate the student may qualify

- Information can be found on the Title I, Part C portion of the [website](#)

Resources

US Department of Education EL Toolkit
http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

Subscribe to WIDA Updates
www.wida.us

Questions?

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